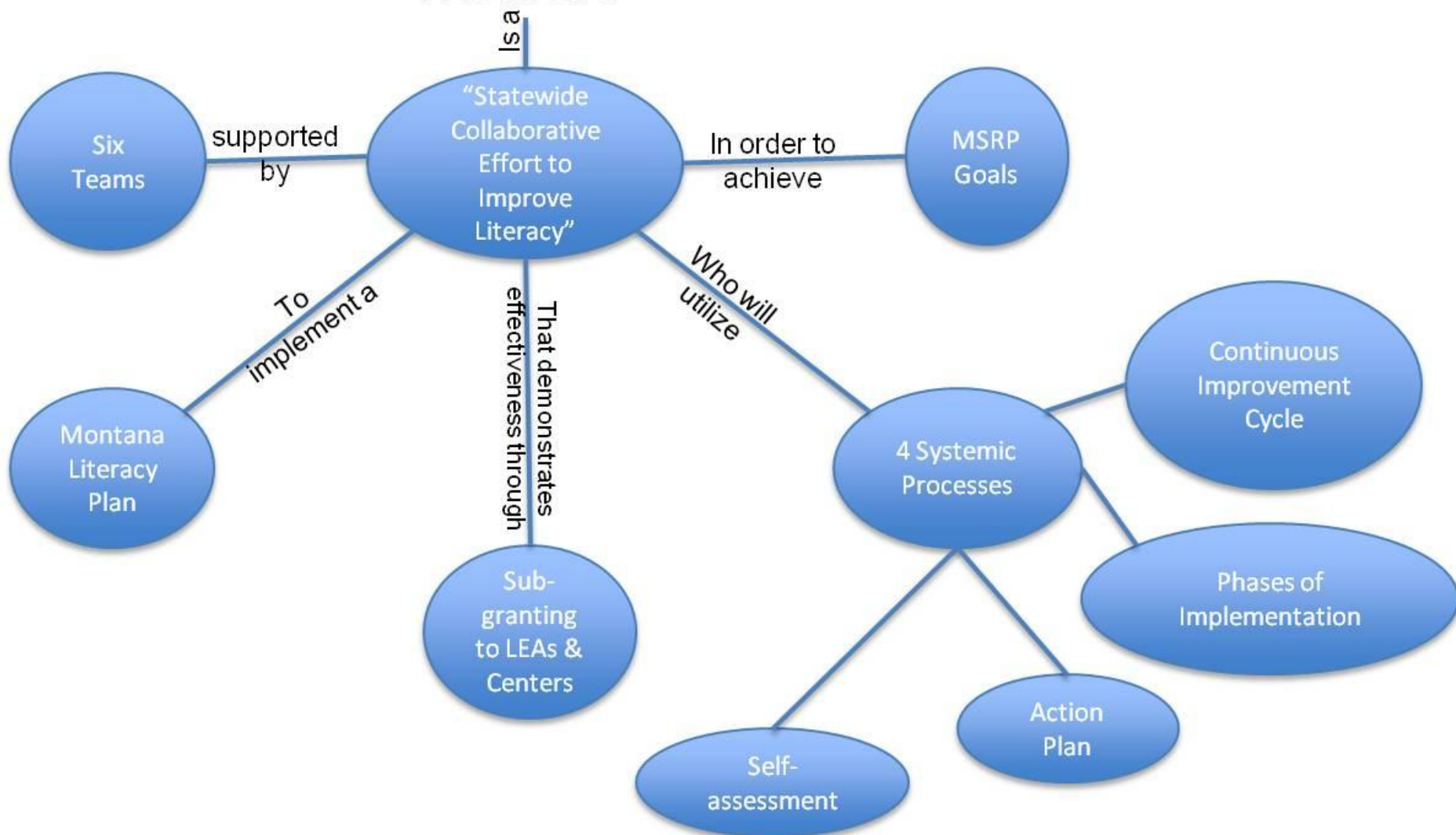# Notes

- Component
  - Leadership
  - Standards
  - Instruction and Intervention
  - Assessment and Data-based Decision Making
  - Professional Development
  - System-Wide Commitment
  - Community and Family Involvement

- Requirements

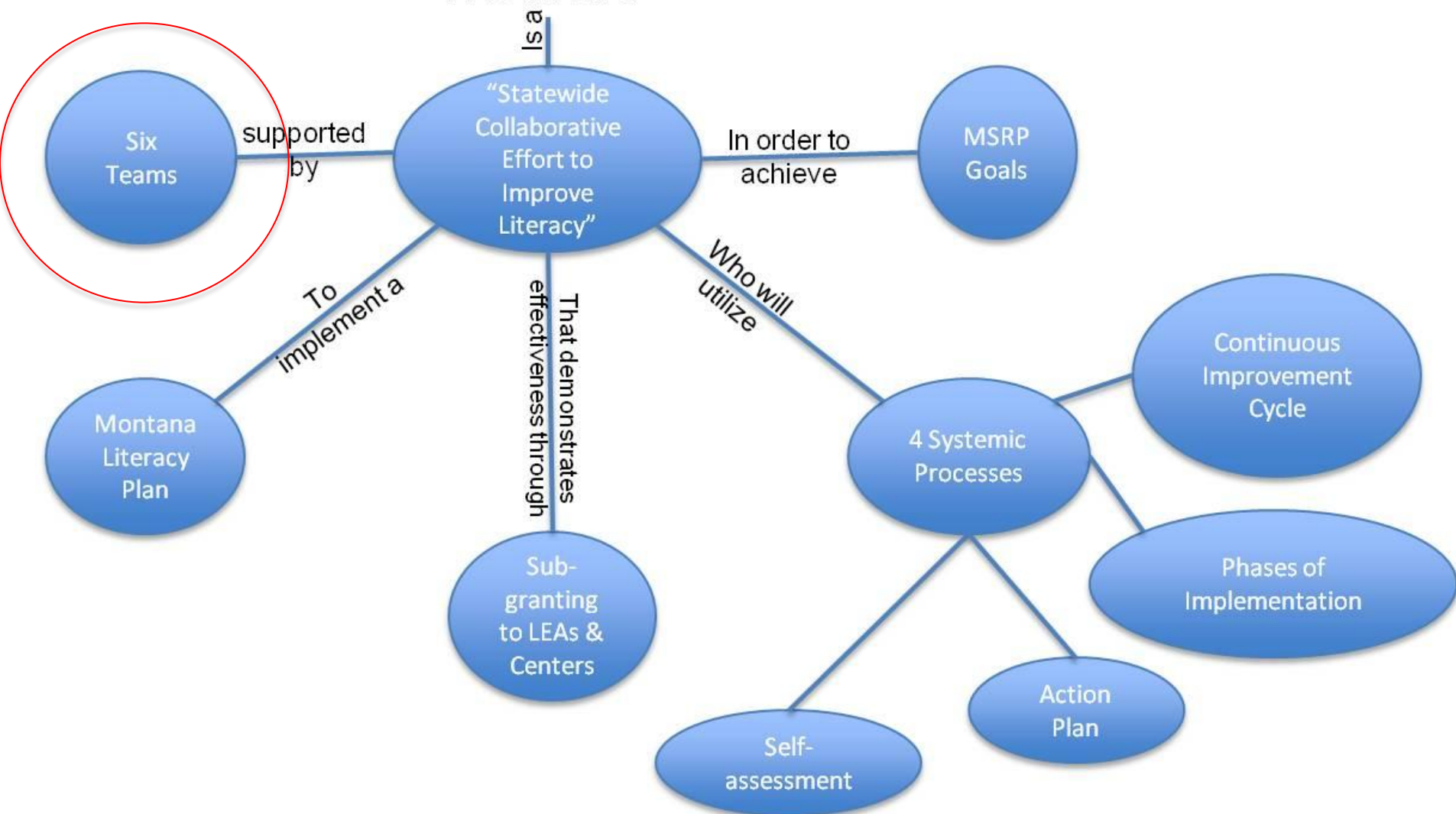- Application

- Self Assessment

Montana's
Striving Readers Project
(MSRP)

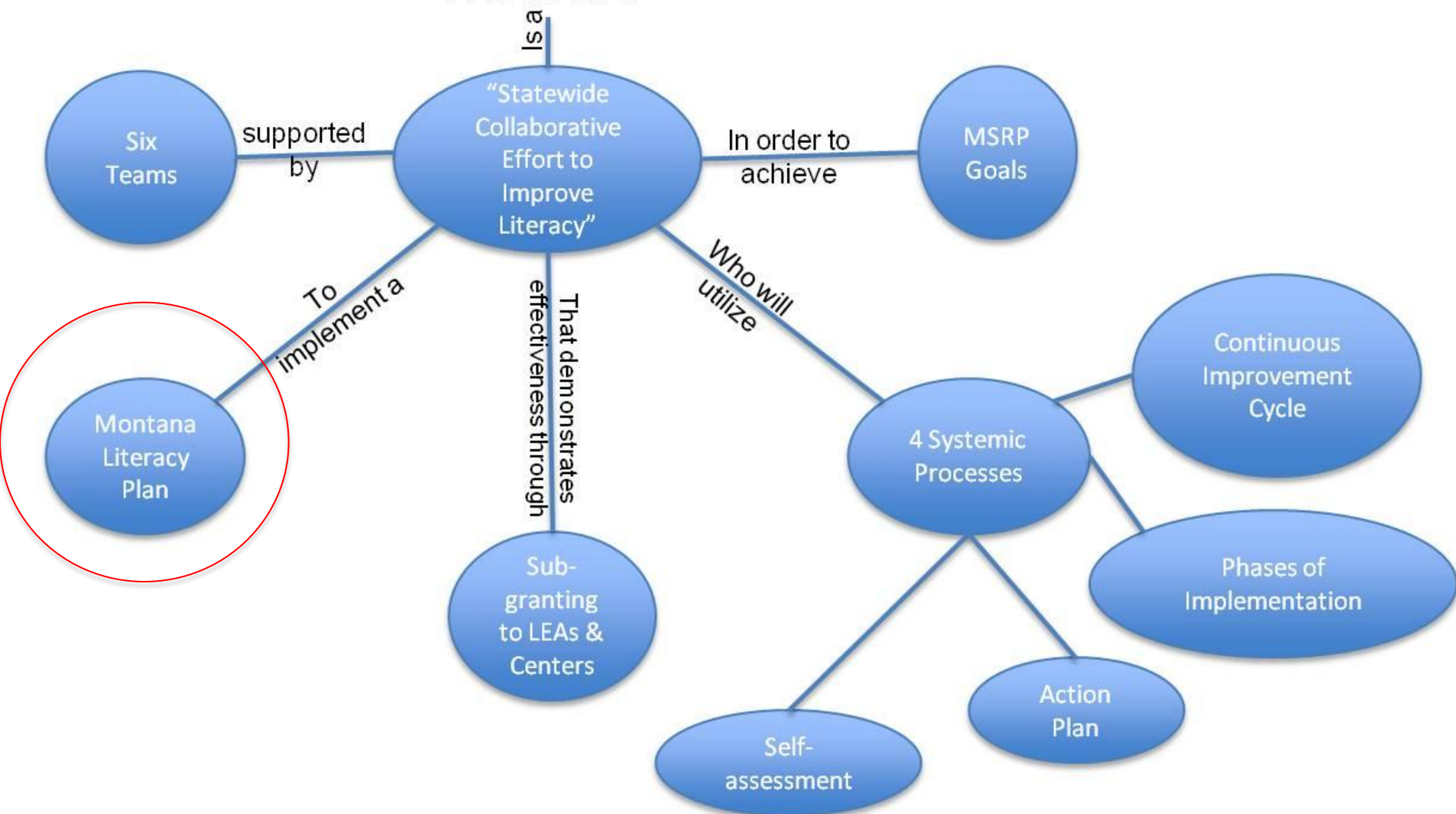## Application Workshop

The MSRP

The MSRP

Two Clusters

Implementation Teams

- OPI **Implementation** Team
- On-site Leadership **Implementation** Team
- Instructional Consultant **Implementation** Team

Statewide Teams

- OPI Statewide Divisions Team
- Statewide Literacy Team
- Statewide Community Partners Team

The MSRP

Is a

"Statewide Collaborative Effort to Improve Literacy"

Six Teams — supported by — "Statewide Collaborative Effort to Improve Literacy"

In order to achieve — MSRP Goals

To implement a — Montana Literacy Plan

That demonstrates effectiveness through — Sub-granting to LEAs & Centers

Who will utilize — 4 Systemic Processes

4 Systemic Processes — Continuous Improvement Cycle

4 Systemic Processes — Phases of Implementation

4 Systemic Processes — Action Plan

4 Systemic Processes — Self-assessment

Montana Literacy Framework

In December 2010, the Montana Office of Public Instruction (MT OPI) received a Striving Readers Comprehensive Literacy grant to support the work of a MT Statewide Literacy Team to develop and implement a comprehensive literacy plan, the MT Literacy Plan (MLP), to address the needs of students from birth through grade 12.

The Team

Colette Getten	Skyline Early Reading Coach
Denielle Miller	Early Childhood Specialist
Sharon DiBrito	Early Childhood Care Provider
Robin Nansel	K-6 Elementary and Instructional Coach
Trish Shults	PreK-High School Sped and Gifted
Margaret Brown	K-6 Reading Teacher
Karol Gustin	2-8 Instructional Coach
David Lee Christensen	7/8 Language Arts Teacher
Mary McGarry Burke	K-12 Instructional Coach
Kathy Pfaffinger	High School
Perri Sherrill	High School English
Dr. Jan LaBony	Post-Secondary
Terri Barclay	OPI
Debbie Hunsaker	OPI
Kris Goyins	OPI

Research

- Converging Evidence
  - Research Citations in MLP
  - Common Core Standards
- Oregon's Plan
- Washington's Plan
- Alabama's Plan
- Colorado's Plan
- Florida's Plan
- MT Experience
  - RTI project, Reading First, Early Reading First, School Improvement
  - Teachers, Administrators, OPI, Consultants

The Montana Literacy Plan

7 Components:

- **Leadership**

- **Standards**

- **Instruction and Intervention**

- **Assessment and Data based Decision Making**

- **Professional Development**

- **System Wide Commitment**

- **Community and Family Involvement**

The Montana Literacy Plan

7 Components

Four Processes

1. **Self Assessment**
2. **Phases of Implementation**
3. **Action Plan**
4. **Continuous Improvement Cycle**

| Leadership				
		Current Status		
Phase	Continuous Improvement Components	Already in Place	Not Feasible/ Inappropriate	Action Needed
Exploring	1. On-site Leadership Implementation Teams clearly define and are committed to a 3-5 year Montana Literacy Plan (MLP) through MT RTI* Framework.			
Exploring	2. On-site Leadership Implementation Teams have communicated a consistent MLP roll-out plan.			
Implementing	3. On-site Leadership Implementation Teams provide monthly public updates at board, staff, and Grade Level Teacher Team meetings on the MLP.			
Exploring	4. On-site Leadership Implementation Teams have identified 3-5 year performance targets.			
Exploring	5. On-site Leadership Implementation Teams have defined annual literacy performance targets.			
Exploring	6. On-site Leadership Implementation Teams have committed resources including positions, staff, and budget support for supplies and materials to the 3-5 year MLP.			
Exploring	7. On-site Leadership Implementation Teams allocate time for professional development and time for collaboration among staff, with a focus on literacy achievement and effective literacy instruction.			

Look familiar?

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Montana
Phases Of Implementation

3 PHASES:

- **Exploring**
- **Implementing**
- **Sustaining**

Sustaining

Implementing

Exploring
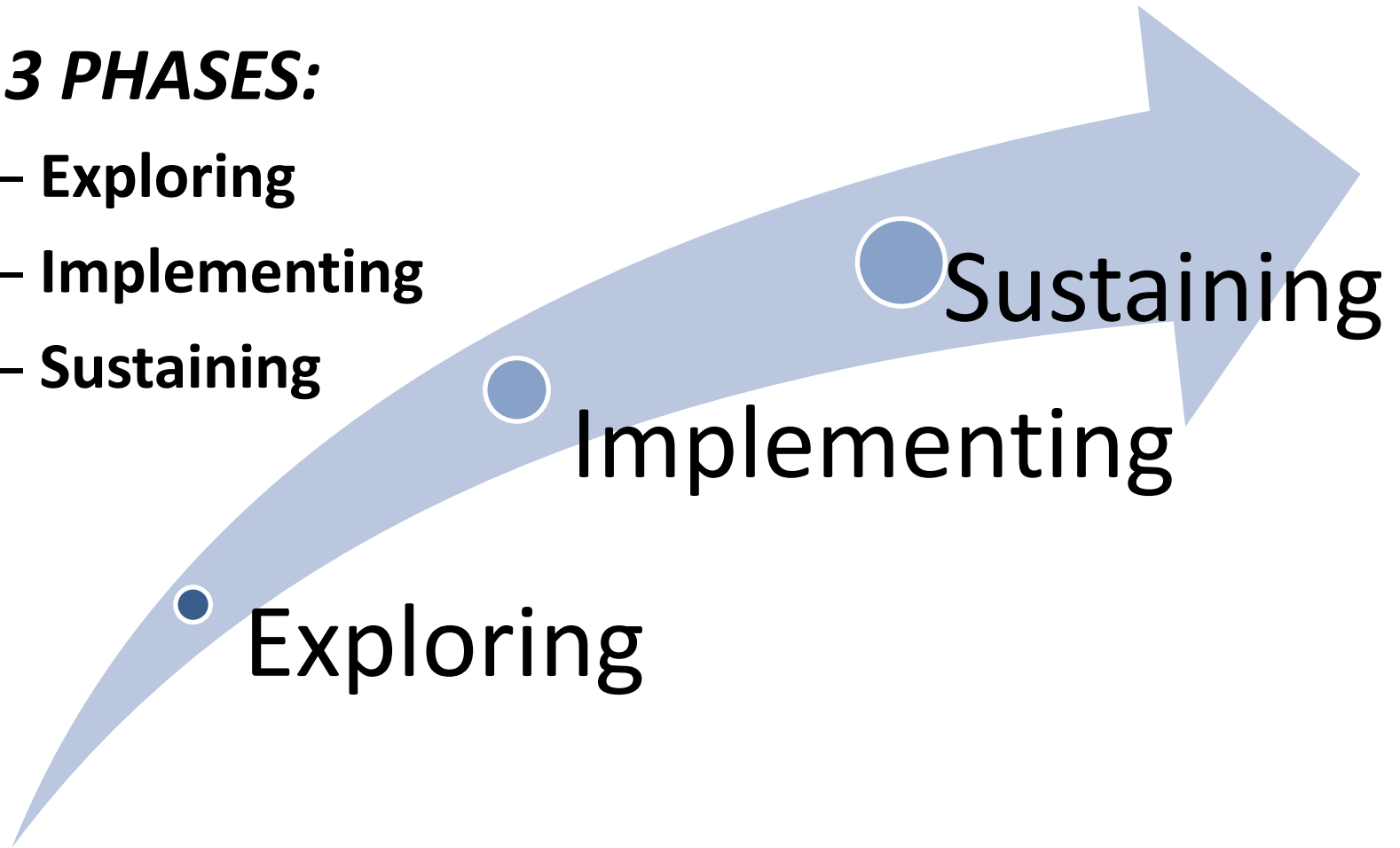
Continuous Improvement Cycle
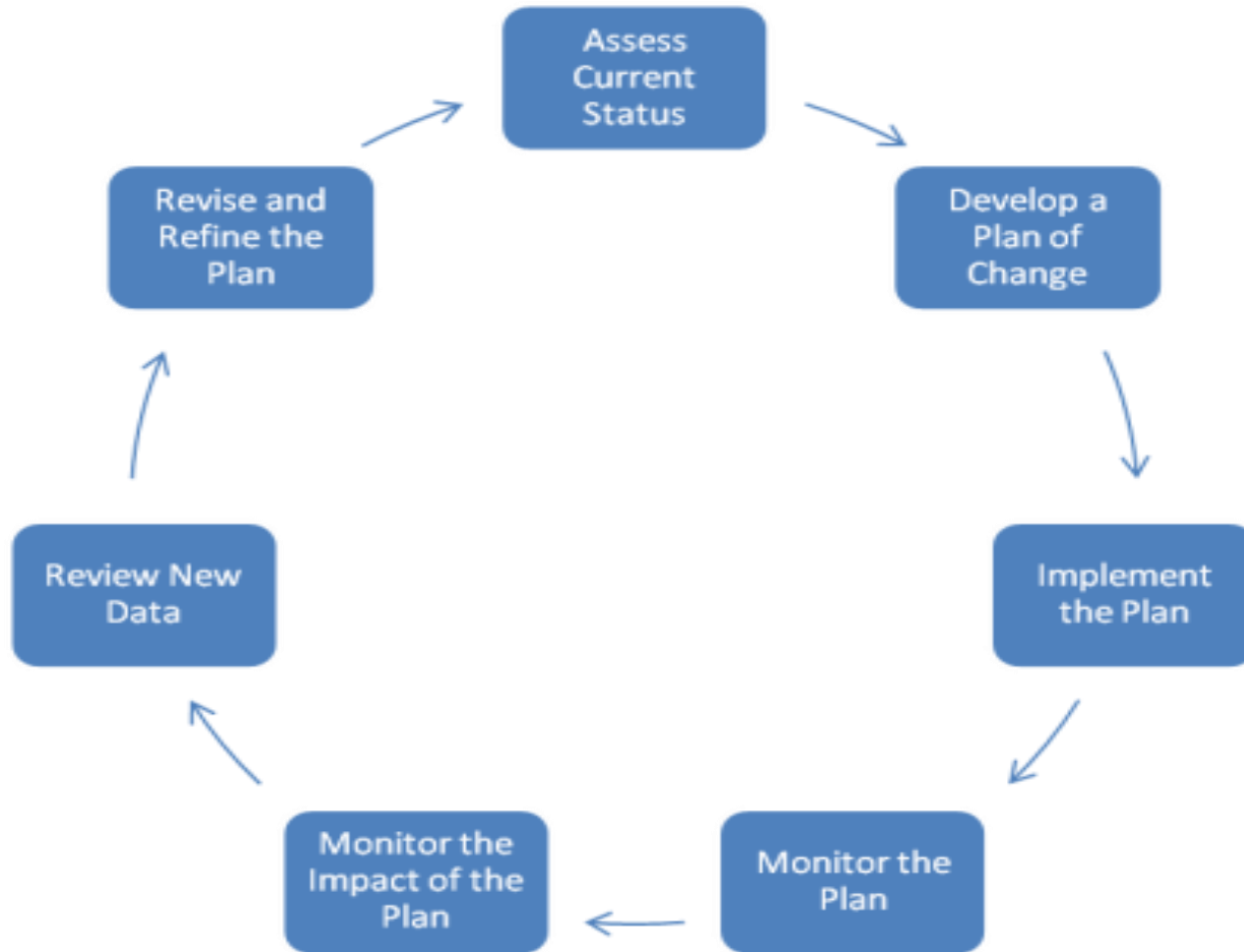
The Montana Literacy Plan (MLP)

- **Evidence Based Research**

- **Continuous Improvement Components** (CICs) based on evidence
  - Birth to upon entrance to school
  - K-5
  - 6-12

- **Self Assessment** based on CICs

- **Phases of Implementation**

- **Action Plan** based on needs from Self Assessment

- **Continuous Improvement Cycle**

- **Resources**

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CIC and RTI Alignment

7 CIC Components	8 RTI Essential Components
1. Leadership	1. Strong Leadership
2. Standards	2. Evidence-Based Curriculum and Instruction
3. Instruction and Intervention	
4. Assessment and Data-based Decision Making	3. Ongoing Assessment 4. Data-Based Decision Making 5. Collaborative Teaming
5. Professional Development	6. Ongoing Training and Professional Development
6. System-wide Commitment	(5.) Collaborative Teaming 7. Fidelity of Implementation
7. Community and Family Involvement	8. Community and Family Involvement

Montana Striving Readers Project MSRP

- Montana Applied for the Striving Readers Comprehensive Literacy Program in May 2011

- Awarded $7.4 Million September 2011
  - Montana, Georgia, Louisiana, Texas, Nevada, and Pennsylvania

- Birth to Grade 12

Application

Four sections

- I- Information

- II- Narrative

- III- Budget

- IV- Staff Assurances

Leadership In MLP

High performing schools are characterized by......

	Leadership			
Phase	**Birth to Upon Entrance to School**	**K-5**	**6-8**	**9-12**
Exploring	On-site Leadership Implementation Teams clearly define and are committed to a 3-5 year Montana Literacy Plan (MLP) through MT RTI* Framework.			
Exploring	On-site Leadership Implementation Teams have communicated a consistent MLP roll-out plan.			
Implementing	On-site Leadership Implementation Teams provide monthly public updates at board, staff, and Grade Level Teacher Team meetings on the MLP.			
Exploring	On-site Leadership Implementation Teams have identified 3-5 year performance targets.			
Exploring	On-site Leadership Implementation Teams have defined annual literacy performance targets.			
Exploring	On-site Leadership Implementation Teams have committed resources including positions, staff, and budget support for supplies and materials to the 3-5 year MLP.			
Exploring	On-site Leadership Implementation Teams allocate time for professional development and time for collaboration amongst staff, with a focus on literacy achievement and effective literacy instruction.			
Exploring	On-site Leadership Implementation Teams are established and lead by the principal and meet monthly.			
Implementing	LEA Principals and Head Start Directors walk-through all instructional settings weekly. These walkthroughs are both scheduled and random.	LEA Principals walkthrough all instructional settings weekly. These walk-throughs are both scheduled and random.		
Exploring	On-site Leadership Implementation Teams provide time for and facilitate collaboration amongst staff, with a focus on literacy achievement and effective literacy instruction.			

Leadership Requirements

- On-site leadership implementation team, including the principal attends bimonthly statewide workshops in Helena and determines professional development for staff
  - February 16th and 17th
  - April 3rd and 4th
- Use of iwalkthrough system
- On-site implementation team must be present during on-site support

Part A: Capacity Criterion

The OPI requires LEAs or Head Start Programs to demonstrate capacity for implementing its proposal that includes a strong leadership component and a minimum of 80% buy-in from LEA and Head Start staff. The OPI requires applicants' On-site Leadership Implementation Team to attend all MSRP statewide meetings and workshops. Principals will use the iWalkthrough tool during regular walkthrough observations. In addition, principals are required to meet with the MT OPI Implementation Team and Instructional Consultant Team during on-site support visits. Responses to the following capacity statements will be written into each application and reflect how the On-site Leadership Implementation Teams will:

1. Clearly define and commit to a 3-5 year Montana Literacy Plan (MLP) through the MT R+I Framework with a minimum buy-in of 80% of LEA and Head Start staff

2. Clearly define and commit to a 3-5 year Montana Literacy Plan (MLP) through the MT R+I Framework with a minimum buy-in of 80% of LEA and Head Start staff

3. Communicate a consistent MLP roll-out plan

4. Identify 3-5 year performance targets

5. Define annual literacy performance targets

6. Commit resources including positions, staff, and budget support for supplies and materials to the 3-5 year MLP

7. Commit resources including positions, staff, and budget support for supplies and materials to the 3-5 year MLP

8. Allocate time for professional development and time for collaboration among staff, with a focus on literacy achievement and effective literacy instruction

9. Establish and lead monthly meetings

10. Conduct weekly, both scheduled and random walk-throughs of all instructional settings

11. Share knowledge and materials to enhance others' understanding of effective early literacy instruction and embed culturally competent instruction

12. Provide time for and facilitate collaboration among staff, with a focus on literacy achievement and effective literacy instruction

Part B: Needs Assessment Criterion

The OPI requires that the applicants' utilize self-assessment (Birth through age 5, Elementary, or Secondary) information to identify the current needs used to develop an MLP. The needs assessment information will be written into each application and reflect how its On-site Leadership Implementation Teams will:

1. Identify systematic needs assessment tools currently in place and then develop plans for utilizing the information gathered through these needs assessments.

2. Develop the plan for utilizing information gathered in the required self-assessment.

Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-4	5-8	9-10	

Strengths: Weaknesses:

Leadership in Application

Leadership in Application

- Part A: Capacity Criterion
- Part B: Needs Assessment Criterion
  - Use the Self Assessment that directly aligns with application

Leadership in Self Assessment

- Leadership Continuous Improvement Components
- Current Status
  - Already in Place
  - Not Feasible/Inappropriate
  - Action Needed
- Identify strengths and next steps
  - Tie to requirements

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Leadership Example

- Already in place 1-5
  - Explain the involvement with RTI and that performance targets are already in place and define the progress in meeting those targets.

- Needs Action 6-12
  - Need additional materials for interventions and to provide services for more students. Need additional professional development for implementation of services and personnel in Year 1 to implement services.
  - iwalkthrough will help determine strengths and needs of instruction and will be utilized by (principal, assistant principal, leadership team) at least weekly in each classroom

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Leadership in Application

Leadership in Application

- Part A: Capacity Criterion
- Part B: Needs Assessment Criterion
  - Use the Self Assessment that directly aligns with application

Take a Look

Leadership in Self Assessment

- Leadership Continuous Improvement Components
- Current Status
  - Already in Place
  - Not Feasible/Inappropriate
  - Action Needed
- Identify strengths and next steps
  - Tie to requirements

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Standards in MLP

		Standards		
Phase	**Birth to Upon Entrance to School**	**K-5**	**6-8**	**9-12**
Exploring	Early learning programs and LEA evidence-based curriculum is aligned to the MT Early Learning Guidelines and the MT Standards for English Language Arts.	LEAs will align their curriculum to the MT Standards for English Language Arts.		
Exploring	Evidence-based curriculum and materials support the MT Early Learning Guidelines and MT Standards for English Language Arts which includes early language and literacy development.	LEAs will align their curriculum and the five components of reading*.	LEAs will align their curriculum and the nine elements* of adolescent literacy instruction	
Implementing	Educators implement culturally responsive (IEFA*) reading, writing, and communication strategies program-wide.			

The Montana Process

May 2011

Board of Public Education approved the Recommen-dation to follow process for adoption of standards based on Common Core State Standards

Fall 2011

Notice of Public Hearing

November 2011

Board of Public Education takes action on the adoption of proposed 2011 Montana K-12 Content Standards for Mathematics and English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects
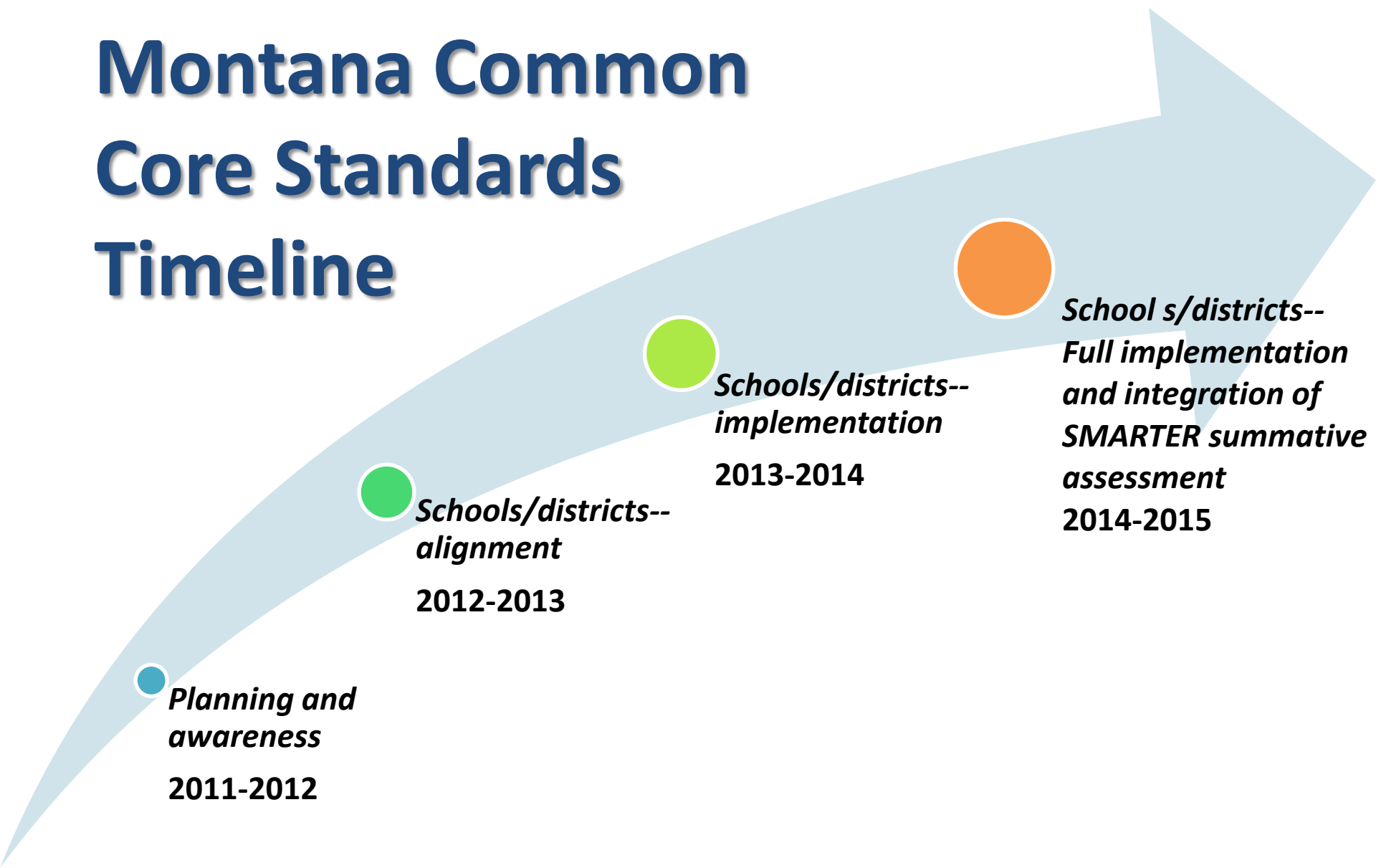
July 2013

Implementation

Spring 2015

Assessment

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Montana Common Core Standards Timeline

Planning and awareness

2011-2012

Schools/districts-- alignment

2012-2013

Schools/districts-- implementation

2013-2014

School s/districts-- Full implementation and integration of SMARTER summative assessment
2014-2015

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Standards Requirements

- Implementation of Montana Common Core Standards

Standards in Application

- Part L: Standards Criterion
  - Use process in MSRP State Grant
  - Define current status and plan of implementing the Montana Common Core Standards

Part L: Standards Criterion

The OPI requires LEAs and Head Start programs to align the evidence-based curriculum being implemented to the MT State Standards for English Language Arts (Appendix 8) or MT Early Learning Guidelines (Appendix 9) and use them to develop their application. The chart and resources will be posted on the OPI Web site and explicitly reviewed during the application process. Click on the following link to view resources: http://www.opi.mt.gov/pdf/Instructional_Innovations/MSRP/Websites_Descrip.pdf. The following criteria will be written into each application:

1. **Grades K-12**: Describe the process LEAs will use to ensure alignment of the evidence-based curriculum to the MT Standards for English Language Arts

2. **Birth through Age 5**: Describe the process that LEAs or Head Start programs will use to ensure the evidence-based curriculum is aligned to the Montana Early Learning Guidelines or MT Standards for English Language Arts

Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-2	3-4	5	

Strengths: Weaknesses:

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Process in MSRP State Grant

- LEA's and Head Start program's establish curriculum committee(s) / alignment teams (subject area/grade level) Have teachers review standards and curriculum documents prior to meeting.

- LEAs and Head Start program's use template that contains MT Standards for English Language Arts and MT Early Learning Guidelines to realign curriculum.

- Committees review current LEA curriculum for alignment with the new standards. Gaps in LEA's and Head Start program's curriculum documents are identified and addressed by committee members.

Process in MSRP State Grant

- Committees review LEA's and Head Start program's instructional materials, highlighting sections that reflect the new state standards and MT Early Learning Guidelines and curriculum. Gaps in instructional materials are identified and addressed by team.

- Committees discuss curriculum across grade levels to identify any overlap.

- In regularly scheduled meetings, committees review the curriculum to determine if changes need to be made. They provide ideas for improving the curriculum so that it better addresses the standards. In addition, they review supplementary materials and assessments.

Standards in Application

Standards in Application

- Part L: Standards Criterion
  - Chart and resources do not exist at this time
  - Describe process district will use with the OPI support during the 2012-2013 school year.

Standards in Self-Assessment

- Continuous Improvement Components
- Current Status
  - Already in Place
  - Not Feasible/Inappropriate
  - Action Needed
- Identify strengths and next steps
- May use process in MSRP State Grant

Standards Example

- Already in Place
  - Proficient use of current standards and alignment of standards and curriculum

- Action Needed
  - Introduction to staff, attendance at OPI MCCS professional development
  - Begin alignment with curriculum committee
  - Extensive work over the summer

Standards in Application

Standards in Application

- Part L: Standards Criterion
  - Chart and resources do not exist at this time
  - Describe process district will use with the OPI support during the 2012-2013 school year.

Take a Look

Standards in Self-Assessment

- Continuous Improvement Components
- Current Status
  - Already in Place
  - Not Feasible/Inappropriate
  - Action Needed
- Identify strengths and next steps
- May use process in MSRP State Grant

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Instruction and Intervention in MLP

Instruction and Intervention				
Phase	**Birth to Upon Entrance to School**	**K-5**	**6-8**	**9-12**
Exploring	Early learning programs and LEAs utilize language and early literacy programs and evidence-based strategies that include the six early language and literacy components.	LEAs core reading program is SBR* and includes the five components of reading*.	LEAs utilizes SBR* programs and strategies in Communication Arts and English classes.	
Exploring	Educators have the necessary instructional materials to teach the early learning programs.	Educators have the necessary instructional materials for core reading program instruction.	Educators have the necessary instructional materials for their Communication Arts classes and English classes.	
Exploring	Educators will utilize a multi-tiered system of support to maintain high achievement expectations for all students through evidence-based core instruction.			
Exploring	Educators will utilize a multi-tiered system of support within small groups to differentiate instruction for application of skills, reteaching, and additional practice or challenge activities.	Educators adjust instruction and student placement based on progress monitoring assessment data and all formative and summative data.		
Exploring	Early learning programs and LEAs develop processes that utilize evidence-based intervention instruction.	LEAs utilize SBR* intervention program(s) and align the five components of reading* addressed in each of them.		
Exploring	Educators have the necessary instructional materials for the evidence-based intervention program(s).			
Exploring	Time has been allocated to provide early literacy instruction and evidence-based intervention instruction.	Time has been allocated to provide instruction of both the core program as well as the intervention program(s).	Time has been allocated to provide instruction of both the Communication Arts/English classes as well as the intervention program(s).	

Instruction and Intervention in MLP

Exploring	Educators embed explicit language, literacy, and phonemic awareness instruction in conjunction with authentic playful experiences with literature.	Educators embed explicit literacy instruction across the curriculum.
Implementing	Educators apply developmentally appropriate early literacy skills throughout the day across *all* content areas.	Educators apply literacy skills throughout the day across *all* content areas.
Implementing	Educators teach students that print has a purpose and provides meaning. Staff encourages and provides feedback to student throughout the sequence of writing stages.	Educators allocate time for students to write about the texts they read.
Implementing	Educators allocate time for students to draw and write about the stories read as well as everyday experiences.	Educators teach student the writing skills and processes that go into creating text.
Sustaining	Educators guide students' use of technology as a component of literacy instruction.	

Birth to Upon Entrance to School

- ***COMPONENTS OF EARLY LANGUAGE AND LITERACY INSTRUCTION:***
  - **Oral language/vocabulary (listening and speaking)**
  - **Phonological awareness**
  - **Alphabet knowledge**
  - **Print awareness and book knowledge**
  - **Listening comprehension**
  - **Emergent writing skills**

Elementary School K-5

- **5 COMPONENTS OF READING:**
  - **Phonological Awareness**
  - **Phonics**
  - **Fluency**
  - **Vocabulary**
  - **Comprehension**
- **Writing**

Middle and High School 6-12

- ***9 KEY ELEMENTS OF ADOLESCENT LITERACY INSTRUCTION:***
  - Direct, explicit comprehension instruction
  - Effective instructional principles embedded in content
  - Motivation and self-directed learning
  - Text-based collaborative learning
  - Strategic tutoring
  - Diverse tests
  - Intensive writing
  - Technology component
  - Ongoing formative assessment of students

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Instruction and Intervention Requirements

- Evidence Based Curriculum

- One instructional consultant needs to be written into the grant for each school

- Purchase of flip cameras and implementation of self reflection portfolios

- Technology

Instruction and Intervention in Application

- Part D: Instruction and Intervention Criterion
- Part F: Language and Text-Rich Learning Environment Criterion
- Part K: Evidence Criterion
- Part M: Competitive Technology Priority

Part D: Instruction and Intervention Criterion

The OPI requires applicants' to implement a multi-tiered system of support to meet the needs of all learners with an emphasis for disadvantaged students. Evidence-based curriculum and instructional materials will be aligned with the MT Standards for English Language Arts and implemented using technology (see Part M for competitive priority) and principles of universal design. Responses to the following statements must be written into each application and reflect how its On-site Leadership Implementation Teams will ensure:

1. Evidence-based literacy programs are being utilized

2. Educators have the necessary instructional materials to teach the early learning programs

3. Educators will utilize a multi-tiered system of support to maintain high achievement expectations for all students through evidence-based core instruction.

4. Educators will utilize a multi-tiered system of support within small groups to differentiate instruction for application of skills, including reteaching, additional practice, or challenge activities

5. Educators utilize evidence-based intervention instruction aligned with literacy components

6. Educators have the necessary instructional materials for evidence-based intervention instruction

7. Educators allocate time to provide early literacy instruction and evidence-based intervention instruction

8. Educators embed explicit literacy instruction across evidence-based instruction

9. Educators apply literacy skills throughout the day across all content areas

10. Educators allocate time for writing about text

11. Educators teach students the fundamental skills and processes for writing

12. Educators guide students' use of technology as a component of effective literacy instruction

Part F: Language and Text-Rich Learning Environment Criterion

Applicants are required to provide language and text-rich learning environments by teaching and modeling expressive and receptive language through everyday reading, speaking, writing, and print. Language and literacy content must be engaging and provide a variety of activities such as talking about ideas through authentic playful activities, asking purposeful questions, modeling rich vocabulary by describing objects in the room, reading aloud, consulting books for information, reading books for enjoyment, and modeling writing and organization of ideas through charts and graphs. The environment must ensure that students acquire a rich knowledge base that supports the acquisition of vocabulary, the alphabetic principle, and the use of higher-order cognitive skills such as planning, predicting, and drawing inferences. Responses to the following three classroom environment statements must be written into each application:

1. Describe your current language and text-rich learning program environment
2. Describe any changes intended for the language and text-rich learning program environment
3. Describe a timeline of activities, indicators of success, and roles and responsibilities for the first year

Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-2	3-4	5	

Strengths: Weaknesses:

Part K: Evidence Criterion

The OPI requires all LEAs and Head Start programs to provide information on effective evidence-based literacy instruction. The following criteria will be written into each application and reflect:

1. Implementation of successful evidence-based literacy instruction

2. Use of evidence-based curriculum and materials

- **Grades 6-12:** Describe how the middle and high schools align their curriculum to the MT Standards for English Language Arts and other components of effective literacy instruction.

- **Grades K-5:** Describe how the elementary school aligns their curriculum to the MT Standards for English Language Arts and other components of effective literacy instruction

- **Birth through Age 5:** Describe how the proposed instructional content and materials support the MT Early Learning Guidelines and MT Standards for English Language Arts

Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-2	3-4	5	
Strengths:	Weaknesses:		

Part M: Competitive Technology Priority

The OPI will award up to five additional points for LEAs and Head Start Programs that propose to use technology to support principles of universal design to accommodate and support disadvantaged students and challenge all students. The following criteria will be written into each application:

1. Describe the technology used to address student learning challenges

2. Describe the evidence-based rationale for using that technology

3. Describe the use of technology to increase student engagement and achievement

4. Describe how technology will be used to increase teacher effectiveness

Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-2	3-4	5	

Strengths: Weaknesses:

Instruction and Intervention in Application

In Application

- Part D: Instruction and Intervention Criterion
- Part F: Language and Text-Rich Learning Environment Criterion
- Part K: Evidence Criterion
- Part M: Competitive Technology Priority

In Self-Assessment

- Instruction Continuous Improvement Components
- Current Status
  - Already in Place
  - Not Feasible/Inappropriate
  - Action Needed
- Identify strengths and next steps
  - Tie to requirements

Instruction and Intervention Example

- Already in Place
  - SBR program in place at elementary school
- Needs Action
  - SBR program in middle and high school that aligns with MCCS . MSRP funds will support this need.
  - Mobile laptop labs to increase interventions for…
  - ipads for…to increase….
  - Smart boards for teachers to …. MSRP funds will support this need.

Instruction and Intervention in Application

In Application

- Part D: Instruction and Intervention Criterion
- Part F: Language and Text-Rich Learning Environment Criterion
- Part K: Evidence Criterion
- Part M: Competitive Technology Priority

In Self-Assessment

- Instruction Continuous Improvement Components
- Current Status
  - Already in Place
  - Not Feasible/Inappropriate
  - Action Needed
- Identify strengths and next steps
  - Tie to requirements

Take a Look

Assessment and Data Based Decision Making in MLP

Assessment and Data-based Decision Making				
Phase	Birth to Upon Entrance to School	K-5	6-8	9-12
Exploring	An annual assessment plan has been developed and assessment procedures are clearly in place (when, where, who) for the four assessment types*.			
Exploring	A universal screening system is in place to measure and monitor student progress and is shared among staff in a timely manner.			
Implementing	Multiple assessment measures are used to monitor and modify instruction in order to meet student needs as identified by the four assessment types*.			
Implementing	Not applicable	LEAs utilize state testing data to determine the factors for low performance in subgroups that may be contributing to failure to meet AYP.		
Implementing	Early learning programs and LEAs have a specific plan for improving scores for disadvantaged students.	LEAs have a specific plan for improving scores for disadvantage groups.		

Assessment and Data Based Decision Making in MLP

Implementing	Staff member(s) have been identified for collecting and disseminating data to educators in a timely manner.	
Implementing	Progress monitoring is systematic, documented, and shared among staff.	
Implementing	Diagnostic procedures are systematic, documented, and shared with educators in a timely manner.	Diagnostic procedures are systematic, documented, and shared quickly with educators who are working with the individual student.
Exploring	A school data collection system is in place and technology support is available.	School data collection system is in place and technology support is available at district/school level.
Exploring	On-site Leadership Implementation Teams and Grade Level Teacher Teams are established and meet at least twice a month.	A data analysis team is established and meets twice a month.
Implementing	Fidelity of assessment administration is regularly verified (checklists, outside observations, random checks).	
Implementing	Individual student data is routinely re-examined to ensure disadvantaged students are making adequate progress.	

What Assessments?

- **ISIP**
  - ISIP Early Reading (PreK-Grade 3)
  - ISIP Advanced Reading (Grades 4-10)
- **MY Access! (Grades 8 & 11)**
- **MontCAS (Grades 3-8 & 10)**
- **ACT (Grade 12)**
- **i-walkthrough (all classrooms, all grades)**

ISIP

- **istation's Indicators of Progress**
- **PreK-10**
- **Screening, Progress Monitoring and Outcome**
- **Internet delivered computer adaptive testing (CAT) system that administers short tests to determine each student's overall reading ability and then adapts difficulty of questions based on performance**

ISIP – Early Reading Assessments

Grade	Subtests	
Pre-K	**Phonemic Awareness Letter Knowledge**	**Vocabulary**
Kindergarten	**Listening Comprehension** Letter Knowledge	**Vocabulary**
1st grade	**Phonemic Awareness Letter Knowledge Vocabulary**	**Alphabetic Decoding Comprehension Spelling**
2nd and 3rd grade	**Vocabulary Alphabetic Decoding**	**Comprehension Spelling**

ISIP – Advanced Reading Assessments

- **Grades 4-12**

Domain	Subtests
Word Analysis	Spelling
Fluency	Connected Text (Maze) Silent Fluency
Vocabulary	Vocabulary * General and Content
Comprehension	Comprehension *Main Idea, Inference, Critical Judgment, Cause and Effect

ISIP

- **Given by classroom in a computer lab**
- **Amount of time needed for ISIP Early Reading = less than 20 minutes**
- **Amount of time needed for ISIP Advanced = less than 30 minutes**

Exception to ISIP Requirement

- **<u>Currently</u> use AIMSweb (K-8)**

- **<u>Currently</u> use DIBELS Next (K-6)**

- **Utilize their data managements systems including all demographics**

- **Used as a screening, progress monitoring and outcome assessment**

- **Given with validity and reliability**

Benefits of ISIP

- **Assessment dynamically adjust to a student's performance level, allowing ability scores to be more accurate**
- **ISIP measures growth over time, independent of grade level or age**
- **ISIP identifies the needs of all students for each reading domain, from struggling to advanced learners**
- **Subtests can be run on demand**
- **Aligns with RTI models**

MY Access! Writing

- **Grades 8 and 11**
- **Vantage Learning**
- **Holistic score as well as scores in each of the standard domains of writing**
  - **Focus and Meaning**
  - **Content and Development**
  - **Organization**
  - **Language Use, Voice and Style**
  - **Mechanics and Conventions**

MY Access! Writing

- **Screening Assessment**

- **Outcome Assessment**

- **Grades 8 & 11**

- **Given by classroom in a computer lab**

- **Amount of time needed: 30 – 40 minutes**

Benefits of MY Access!

- **Flexible online testing formats to accommodate the needs of every student**

- **Computer-Adaptive Testing (CAT) that adapts to the level of performance of the student**

- **Immediate online test results to impact instructional next steps**

Optional Benefits of MY Access!

- **Automatically creating individualized learning plans for each student**

- **Student use of targeted educational resources that match their individualized learning plan**

- **Timely and accurate information about progress at the student, classroom, school, district and state levels**

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MontCAS

- **Montana Comprehensive Assessment System**
- **Criterion-Referenced Test in Reading and Math for grades 3-8 and 10**
- **Advance, Proficient, Nearing Proficient and Novice determined for each grade level and for each test.**
- **Time is established at your school site. Reports will be retrieved from the OPI**

ACT

Test	#	Subscore
English	75	Usage/Mechanics (40 questions) Rhetorical Skills (35 questions)
Math	60	PreAlgebra/Elementary Algebra (24 questions) Intermediate Algebra/Coordinate Geometry (18 questions)
Reading	40	Social Studies/Natural Sciences reading skills (20 questions) Arts/Literature reading skills (20 prose fiction & humanities questions)
Science	40	None: total test score is based on all 40 questions

National Ranking: shows the percent of high school students who took the ACT and scored at or below each of your scores

ACT

- **The OPI Implementation Team will complete a State Education Agency Reporting form for the 2011-2012 Academic Year**

- **Please encourage the students to write your school code on the ACT registration form so it is a part of your school's reporting**

TIME

Assessment	Time
ISIP Early Reading	Assess a whole class in less than 20 minutes
ISIP Advanced Reading	Assess a whole class in less than 30 minutes
MY Access!	30-40 minutes
*i*walkthroughs	3-5 minutes/classroom
MontCAS	As scheduled at your school
ACT	Day as scheduled

	ISIP Early Reading	ISIP Advanced Reading	MontCas	MY Access!	ACT	i-walkthrough
PreK	F/W/S					frequent
K	F/W/S					frequent
1	F/W/S					frequent
2	F/W/S					frequent
3	F/W/S		S			frequent
4		F/W/S	S			frequent
5		F/W/S	S			frequent
6		F/W/S	S			frequent
7		F/W/S	S			frequent
8		F/W/S	S	F/S		frequent
9		F/W/S				frequent
10		F/W/S	S			frequent
11				F/S		frequent
12					S	frequent

Screening	• ISIP ~ PreK-Grade 10 (AW/DN) • My Access! Writing ~ Grades 8 and 11 • MontCAS ~ Grades 3-8 and 10
Progress Monitoring	• ISIP ~ PreK-Grade 10 (AW/DN) • Program assessments
Diagnostic	• Program Diagnostic Assessments • Intervention Diagnostic Assessments
Outcome	• ISIP ~ PreK-Grade 10 (AW/DN) • My Access! Writing ~ Grades 8 and 11 • MontCAS ~ Grades 3-8 and 10 • ACT Reading and English ~ Grade 12

*i*Walkthrough

- **Great Schools Partnership**

- **During brief (3-5minute) classroom visitations, electronically record several observable teaching and learning characteristics that cross all grades and content areas, which can be analyzed, compared, and cross-referenced with student-achievement data.**

iWalkthrough

School

Teacher

Content Area
- ○ Art
- ○ Class Meeting
- ○ ESL
- ○ Fine Arts
- ○ GT
- ○ Health
- ○ Interdisciplinary
- ○ Math
- ○ Music
- ○ Physical Education
- ○ Reading
- ○ Science
- ○ Social Studies
- ○ Special Education
- ○ World Language
- ○ Writing
- ○ Other

Grade Level
- ○ PK

Grouping Patterns
- ○ Individual
- ○ Partners
- ○ Small groups
- ○ Whole group
- ○ Two grouping patterns
- ○ Three grouping patterns

Teacher Interactions
- ○ Coaching/conferencing
- ○ One-on-one
- ○ Monitoring
- ○ Facilitating discussion
- ○ Posing questions
- ○ Presenting
- ○ Independent teacher work

Student Interactions
- ○ Working in groups
- ○ Working independently
- ○ Presenting/performing
- ○ Discussing
- ○ Responding to questions
- ○ Listening/viewing
- ○ Down time

Grade Level
- ○ PK
- ○ K
- ○ K–1
- ○ 1
- ○ 1–2
- ○ 2
- ○ 2–3
- ○ 3
- ○ 3–4
- ○ 4
- ○ 4–5
- ○ 5
- ○ 5–6
- ○ 6
- ○ Elem Mixed

Class Size
- ○ 1–5
- ○ 6–10
- ○ 11–15
- ○ 16–20
- ○ 21–25
- ○ 26+

Visit Time
- ○ Before lunch
- ○ After lunch

- ○ Listening/viewing
- ○ Down time

Student Engagement in Learning
- ○ 0–50%
- ○ 51–75%
- ○ 76–90%
- ○ 91–100%

Bloom's Taxonomy Level
- ○ Remembering/understanding
- ○ Applying
- ○ Analyzing/evaluating
- ○ Creating
- ○ NA/down time

Learning Approaches
- ☐ Discrete student tasks
- ☐ Student choice
- ☐ Kinesthetic activity
- ☐ Visual cues
- ☐ Teacher technology use
- ☐ Student technology use
- ☐ Video/TV viewing
- ☐ Literacy strategies in use
- ☐ Numeracy strategies in use
- ☐ Assessing formally
- ☐ Student-directed learning
- ☐ Connecting prior learning

Benefits of *i*Walkthrough

- **Observations**

- **Collaboration**

- **Analysis**

- **Comparison**

- **Improvement**

Cost Structure

Assessment	Price of required features	Options
ISIP	$5/student	$50/student for intervention
MY Access! Writing	$20/student	No additional cost
MontCAS	Nothing more than what is already paid	-
ACT	Striving Readers will pay for the access of the funded schools' data	-
*i*walkthrough	Dependent on student population – *see next slide*	Additional training options available but not required

Student Population	Annual Fees (training by GSP not included)
300 and under	$1,095
301-400	$1,295
401-500	$1,595
501-600	$1,895
601-800	$2,295
801-1,000	$2,695
1,001-1,500	$3,195
1,501-2,000	$3,695

Optional webinar series is available for $500

Assessment in Application

- Part E: Assessment and Data-based Decision Making Criterion

Part E: Assessment and Data-based Decision Making Criterion

The OPI requires applicants' to use the ISIP for screening, progress monitoring, and outcome purposes or DIBELS or AIMSweb at the elementary level if they are already being implemented. In addition, LEAs will use the state assessment MontCAS, ACT Reading and English (grade 12) and the MYAccess! writing assessment (grades 8 -11) for outcome assessments. Descriptive responses about the following assessment and data-based decision making statements will be written into each application:

1. An annual assessment plan has been developed and assessment procedures are clearly in place for the four assessment types

2. A universal screening system is in place to measure and monitor student progress and is shared among staff in a timely manner

3. Multiple assessment measures are used to monitor and modify instruction in order to meet student needs as identified by the four assessment types

4. LEAs utilize state testing data to determine the factors for low performance in subgroups that may be contributing to failure to meet AYP

5. LEAs have a specific plan for improving scores for disadvantaged students

6. Staff member(s) have been identified for collecting and disseminating data to educators in a timely manner

7. Progress monitoring is systematic, documented, and shared with educators in a timely manner

8. Diagnostic procedures are systematic, documented, and shared with educators in a timely manner

9. A school data collection system is in place and technology support is available

10. On-site Leadership Implementation Teams and grade-level Teacher Teams are established and meet at least twice a month

11. Fidelity of assessment administration is regularly verified

12. Individual student data is routinely re-examined to ensure disadvantaged students are making adequate progress

Section 2, p. 3 & 4

Assessment and Data-based Decision Making in Application

In Application

- Part E: Assessment and Data-based Decision Making Criterion

In Self Assessment

- Continuous Improvement Components

- Current Status
  - Already in Place
  - Not Feasible/Inappropriate
  - Action Needed

- Identify strengths and next steps
  - Tie to required assessments

Take a Look

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Professional Development in MLP

	Professional Development			
Phase	**Birth to Upon Entrance to School**	**K-5**	**6-8**	**9-12**
Exploring	On-site Leadership Implementation Teams prepare and communicate with all staff on annual MLP professional development plan.			
Exploring	Early learning programs and LEAs allocate both funding and time for professional development opportunities to allow Grade Level Teacher Teams and educators to continually improve.	LEAs allocate both funding and time for professional development opportunities to allow Grade Level Teacher Teams and educators to continually improve.		
Implementing	Professional development is based on the student needs and goals as evidenced by student data.			
Exploring	Educators have received adequate professional development on the evidence-based programs for teaching literacy.	Educators have received adequate professional development on the programs they are expected to teach.		
Exploring	On-site Leadership Implementation Teams and educators have received professional development on the four assessment types* and assessment procedures.			
Exploring	On-site Leadership Implementation Teams and educators have received	On-site Leadership Implementation Teams and educators have received professional development on the five components of reading*.		

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Professional Development in MLP

	professional development on the six early language and literacy components.	
Implementing	Educators understand the developmental progression of early language and literacy development.	Educators understand the developmental progression of reading K-12 (understanding the difference of teaching "learning to read" and teaching "reading to learn").
Sustaining	Systems are in place for providing professional development for new staff with regard to the MLP.	
Implementing	Educators have access to systems of support including observations, coaching, mentoring, and problem-solving.	
Sustaining	Professional development facilitates the integration of most recent early language and literacy development research into the current teaching practices.	Professional development facilitates the integration of most recent reading/literacy research into the current teaching practices.
Implementing	Educators receive Positive Behavior Support professional development that includes classroom management and engagement strategies.	

PD Requirements

- On-site implementation team attends bimonthly workshops and determines components to present to staff

- Instructional Consultant support

- Video portfolios

- Team planning time (weekly for 1 hour)

Section 1, p. 4 & 5

Professional Development in Application

- Part C: Professional Development Criterion

Part C: Professional Development Criterion

The OPI requires On-site Leadership Implementation Teams to attend all Statewide Workshops presented by the MT OPI Implementation Team and the Instructional Consultant Implementation Team. LEAs and Head Start Programs select content from the Professional Development (PD) modules to be shared with the staff at staff meetings, grade-level teacher team meetings, and before/after school meetings. The OPI requires that grade-level teacher team meetings occur weekly for one hour. Additionally, the LEAs create actionable items based on the needs from the self-assessments and all teachers create reflection portfolios. Responses to the following PD statements are written into each application and reflect how On-site Leadership Implementation Teams will:

1. Prepare and communicate with all educators on an annual MLP professional development plan

2. Allocate funding and time for professional development opportunities

3. Base professional development on student needs and goals

4. Require adequate professional development on evidence-based programs for teaching literacy

5. Require professional development on the four assessment types and assessment procedures

6. Require professional development on effective early language and literacy instruction

7. Ensure educators understand the developmental progression of early language and literacy development (see Appendix 2).

8. Guarantee systems are in place for providing professional development for new staff with regard to the MLP

9. Ensure educators have access to systems of support including observations, coaching, mentoring, and problem-solving

10. Make certain that professional development facilitates the integration of most recent early language and literacy development research into the current teaching practices

11. Guarantee educators receive Positive Behavior Support professional development that includes classroom management and engagement strategies

Professional Development in Application

In Application

- Part C: Professional Development Criterion

Take a Look

In Self Assessment

- Continuous Improvement Components

- Current Status
  - Already in Place
  - Not Feasible/Inappropriate
  - Action Needed

- Identify strengths and next steps
  - Tie to requirements

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System Wide Commitment in MLP

	System-wide Commitment			
Components	**Birth to Upon Entrance to School**	**K-5**	**6-8**	**9-12**
Exploring	Early learning programs and LEAs utilize clear continuous improvement cycle to assess progress toward the literacy performance targets set in the MLP and the LEAs Action Plans.	LEAs have a clear continuous improvement cycle and assess annual progress toward achievement of the LEAs literacy goals.		
Exploring	Educators, unions, and other community partners understand and are committed to the MLP.			
Exploring	A multi-tiered system of support to provides guidance for delivering comprehensive, effective evidence-based literacy			

System Wide Commitment in MLP

	instruction and assessment procedures for all students.	
Implementing	Early learning programs and LEAs facilitate collaboration among all educators across levels.	LEAs facilitate collaboration among all educators at all grade levels.
Implementing	On-site Leadership Implementation Teams and educators analyze data from the four assessment types* to make informed decisions to support the implementation of the MLP.	On-site Leadership Implementation Teams and educators analyze results from state, district, and school reading assessments to make informed district-wide decisions based on needs for improvement.
Sustaining	Early learning programs and LEAs utilize communication procedures to ensure fluid transitions from class-to-class, grade-to-grade, and school-to-school.	LEAs align other area programs/schools to provide fluid transitions from class-to-class, grade-to-grade, and school-to-school.
Implementing	Existing complementary initiatives are integrated into the MLP such as MBI* and RTI* and conflicting initiatives have been extinguished.	

System Wide Commitment Requirements

- Use of Continuous Improvement Cycle

- Leveraging of funds (federal, state, and local)
  - Minimum 10% of Title I funds

- Schools with greatest need and also capacity

System Wide Commitment in Application

- Part G: Continuous Improvement Processes
- Part I: Coherent Strategy Criterion
- Part J: Eligible Schools and Head Start Programs Criterion

Part G: Continuous Improvement Processes Criterion

Applicants are required to work in collaboration with the MT OPI Implementation Team on a Continuous Improvement Monitoring Process utilizing a seven step problem-solving model: 1) Assess Current Status, 2) Develop a Plan of Change, 3) Implementation of the Plan, 4) Monitor the Implementation Plan, 5) Monitor the Impact of the Plan, 6) Review New Data, and 7) Revise and Refine the Plan. This problem solving process is cyclical and ongoing. LEAs and Head Start Programs will use the self-assessment tool, LEA and Head Start Programs 0-12 Survey (see Appendix 2), and action plans to collaboratively work through this process and develop goals to implement phases of the MT Literacy Plan. Responses to the following three continuous improvement process statements will be written into each application:

1. Describe continuous improvement processes that are currently in place

2. Describe how the Continuous Improvement Cycle will be utilized

3. Describe a timeline of activities, indicators of success, and roles/responsibilities for the first year

Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-2	3-4	5	

Strengths: Weaknesses:

Part I: Coherent Strategy Criterion

The OPI requires applicants' to demonstrate a coherent strategy for leveraging federal, state, and local funds with the LEAs and Head Start programs proposed activities within the application. The following criteria will be written into the application and reflect how LEAs and Head Start Programs will:

1. Leverage applicant's funds and align proposed literacy activities with other federal, state, and local funds

2. Provide a list of current federal, state, and local funds that impact literacy and how those funds will support specific activities listed in the application

Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-2	3-4	5	

Strengths: Weaknesses:

Part J: Eligible Schools and Head Start Programs Criterion

1. The following criteria must be written into each application to ensure LEA and Head Start program applications are designed to serve high-poverty schools or a high-poverty population

2. Which schools will be selected to receive MSRP grant funds? Describe the criteria used to make the choice. Head Start Programs: Describe the criteria used to make the choice

3. Describe the plan for addressing the needs of eligible schools that will not be selected to receive MSRP funds. Describe the factors that most influenced the decision not to select these schools.

Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-2	3-4	5	

Strengths: Weaknesses:

System-wide Commitment in Application

In Application

- Part G: Continuous Improvement Processes
- Part I: Coherent Strategy Criterion
- Part J: Eligible Schools and Head Start Programs Criterion

Take a Look

In Self Assessment

- Continuous Improvement Components
- Current Status
  – Already in Place
  – Not Feasible/Inappropriate
  – Action Needed
- Identify strengths and next steps
  – Tie to requirements

Community and Family Involvement in MLP

Community and Family Involvement				
Phase	**Birth to Upon Entrance to School**	**K-5**	**6-8**	**9-12**
Exploring	As beneficiaries of a literate society, educators, parents, community organizations, businesses, and post-secondary education are recognized as community partners in early language and literacy development of children.	As beneficiaries of a literate society, educators, parents, community organizations, businesses, and post-secondary education are recognized as community partners in literacy development of children.		
Exploring	Early learning programs and LEAs understand the importance of school, family, community partnerships and nurture reciprocal relationships with families.	LEAs understand the importance of school, family, community partnerships and develop reciprocal relationships with families.		
Implementing	Early learning programs and LEAs have systems in place for helping	LEAs have a system in place for helping families support children's learning at home.		

	families support their child's learning at home.			
Implementing	Early learning programs and LEAs have systems in place for effectively communicating with families in various and meaningful ways.	LEAs have a system in place for effectively communicating with families in various and meaningful ways.		
Implementing	Parents are involved in the problem-solving process.	Parents and or students are involved in the problem-solving process.		
Implementing	Early learning programs and LEAs sponsor and promote literacy activities and events.	LEAs sponsor and promote literacy activities and events.		
Implementing	Early learning programs and LEAs collaborate with each other and families to ensure smooth transitions from early learning programs to kindergarten.	Early learning programs and LEAs collaborate with each other and families to ensure smooth transitions from early education to kindergarten and from elementary to middle school.	LEAs collaborate with each other and families to ensure smooth transitions from elementary to middle school.	LEAs collaborate with each other and families to ensure smooth transitions from middle school to high school and high school to post secondary education.
Exploring	Early learning programs and LEAs ensure families and children have opportunities to demonstrate their abilities, skills, and knowledge in any language including their home language.	LEAs ensure families and children have opportunities to demonstrate their abilities, skills, and knowledge in any language including their home language.		
Sustaining	Early learning programs and LEAs establish and maintain both formal and informal literacy processes in partnership with families and the private and public sector to provide support to students' language and	LEAs establish and maintain both formal and informal literacy partnerships with families and the private and public sector to provide support to students' development and career/college readiness.		

Community and Family Involvement Requirements

- Sharing Data with community and family partnerships
  - October
  - January
  - June

Community and Family Involvement in Application

- Part H: Community and Family Involvement Criterion

Part H: Community and Family Involvement Criterion

The OPI requires applicants' to meet in October, January, and June with community partnerships to share program data. Responses to the following continuous improvement processes statements will be written into each application and reflect the commitment of LEAs and Head Start Programs to:

1. Recognize community partnerships in the literacy development of students

2. Understand the importance of school, family, and community partnerships and nurture reciprocal relationships with families

3. Have a system in place for helping families support students' learning at home

4. Have a system in place for effectively communicating with families in various and meaningful ways

5. Involve parents and/or students in the problem-solving process

6. Sponsor and promote literacy activities and events

7. Collaborate with each other and families to ensure smooth transitions from early education through high school

8. Ensure families and children have opportunities to demonstrate their abilities, skills, and knowledge in any language including students' primary language

9. Establish and maintain both formal and informal literacy partnerships with families and the private and public sector to provide support to students' development and middle/high school readiness

10. Recognize parent, community tutoring programs, and volunteers as resources to assist students in acquiring literacy skills

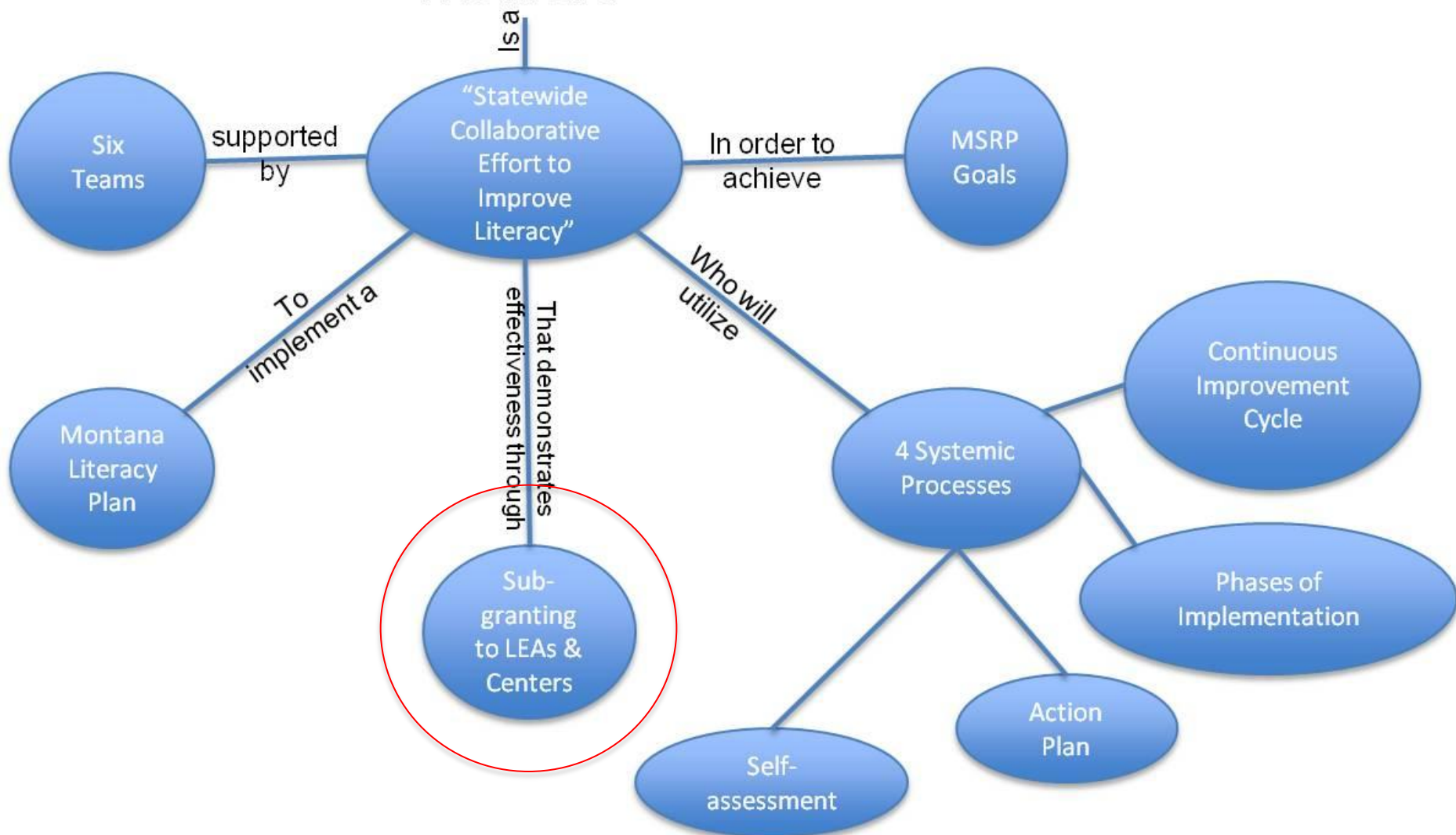# Community and Family Involvement in Application

In Application

- Part H: Community and Family Involvement Criterion

Take a Look

In Self-Assessment

- Continuous Improvement Components
- Current Status
  - Already in Place
  - Not Feasible/Inappropriate
  - Action Needed
- Identify strengths and next steps
  - Tie to requirements

The MSRP

MSRP Application

- Due December 15, 2011

- Range of Awards: $250,000 to $400,000 (Section III, pg. 11) per school per year over a three-year period , contingent upon Congressional appropriation of funds and sufficient progress in meeting the goals of the program.

MSRP Application

- Review Process: Two-Tier Process
  - Expert reviewers will evaluate and score the application
  - The OPI will make necessary policy decisions regarding the awards.
  - All 13 parts (A-M) must fall within the "Meets Standards" or "Exemplary Plan"
  - Strengths and weaknesses will be identified for each part

MSRP Application

- Application
  - Section I
    - Cover Page
  - Section II
    - Grant Proposal and Narrative (Parts A-M)
  - Section III
    - Budget and Budget Narrative
  - Section IV
    - Staff Assurances from each school and early childhood center

Budget

- Section III
- Budget Worksheet Handout

Notes

• Four Systemic Processes	• Self Assessment • Action Plan • Phases of Implementation • Continuous Improvement Cycle
• Partnership Approach	• Helping Others • Principles

The MSRP

Is a

Six Teams

supported by

"Statewide Collaborative Effort to Improve Literacy"

In order to achieve

MSRP Goals

To implement a

That demonstrates effectiveness through

Who will utilize

Montana Literacy Plan

Sub-granting to LEAs & Centers

4 Systemic Processes

Continuous Improvement Cycle

Phases of Implementation

Self-assessment
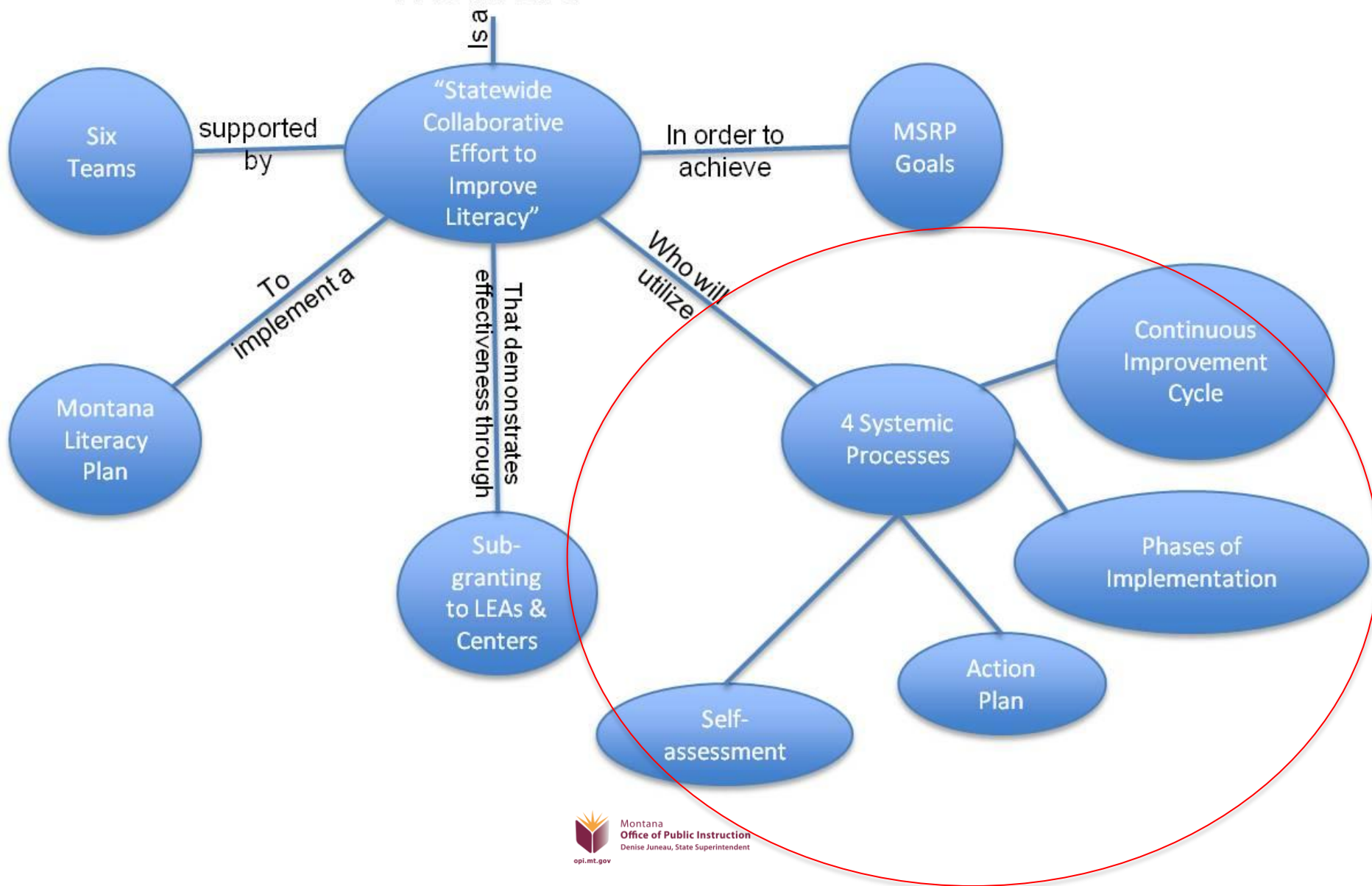
Action Plan

Self Assessment & Action Plan

- 1 hour planning meeting 3 times per year
  - Fall
  - Winter
  - Spring
- Includes On-site leadership implementation team , instructional consultant , and OPI implementation team.
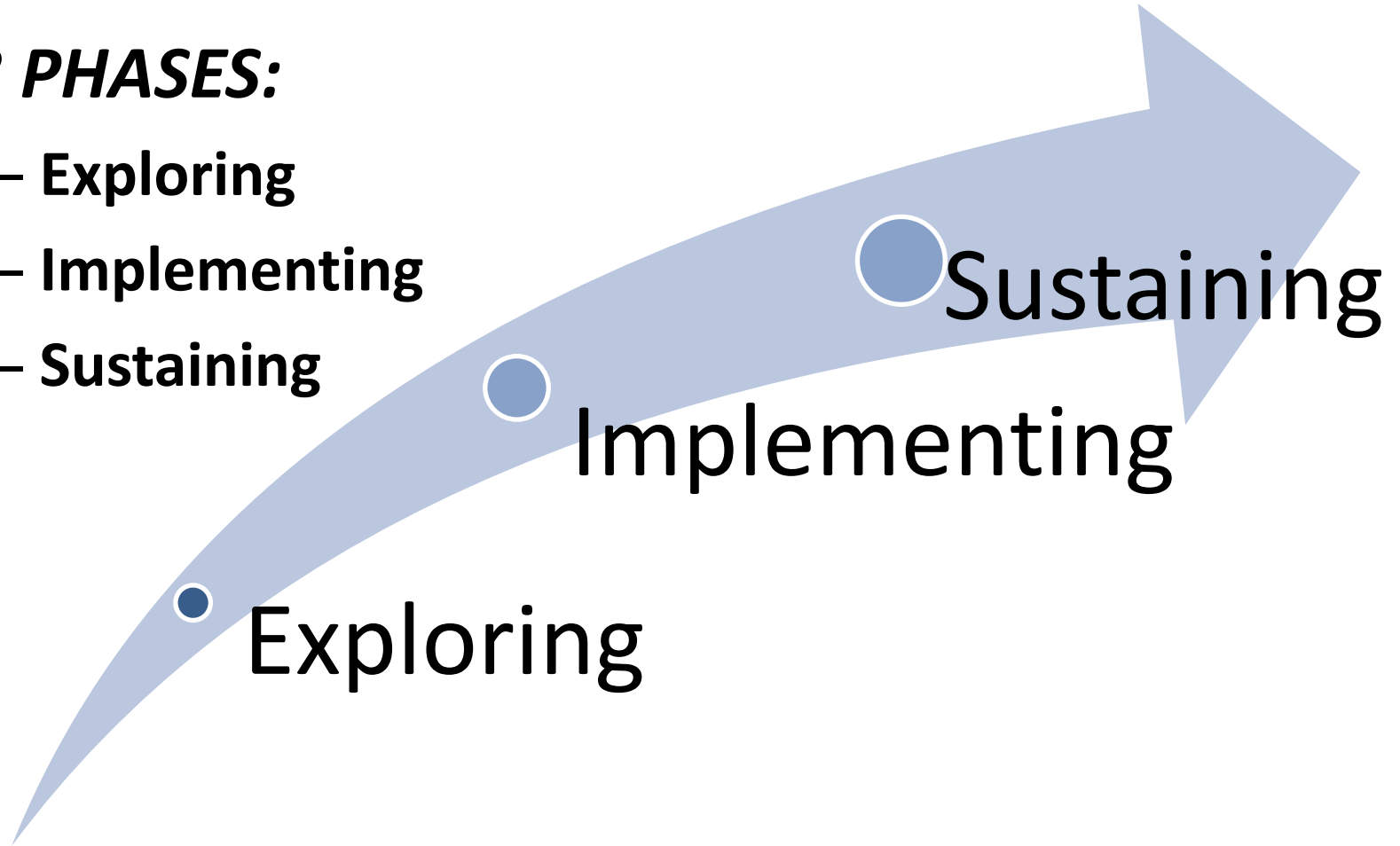
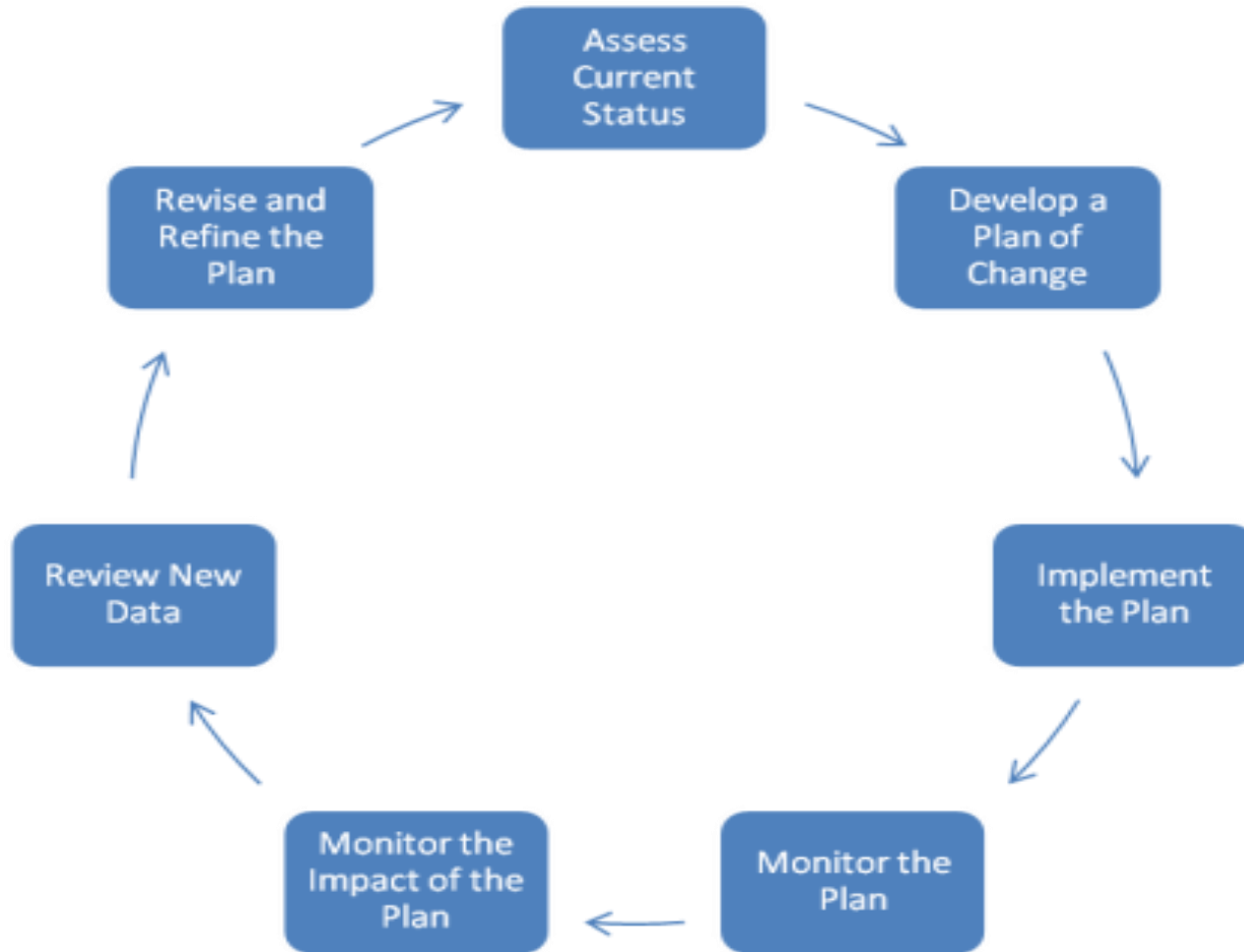**Handout**

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Montana
Phases Of Implementation

- **3 PHASES:**
  - **Exploring**
  - **Implementing**
  - **Sustaining**

Sustaining

Implementing

Exploring

Continuous Improvement Cycle

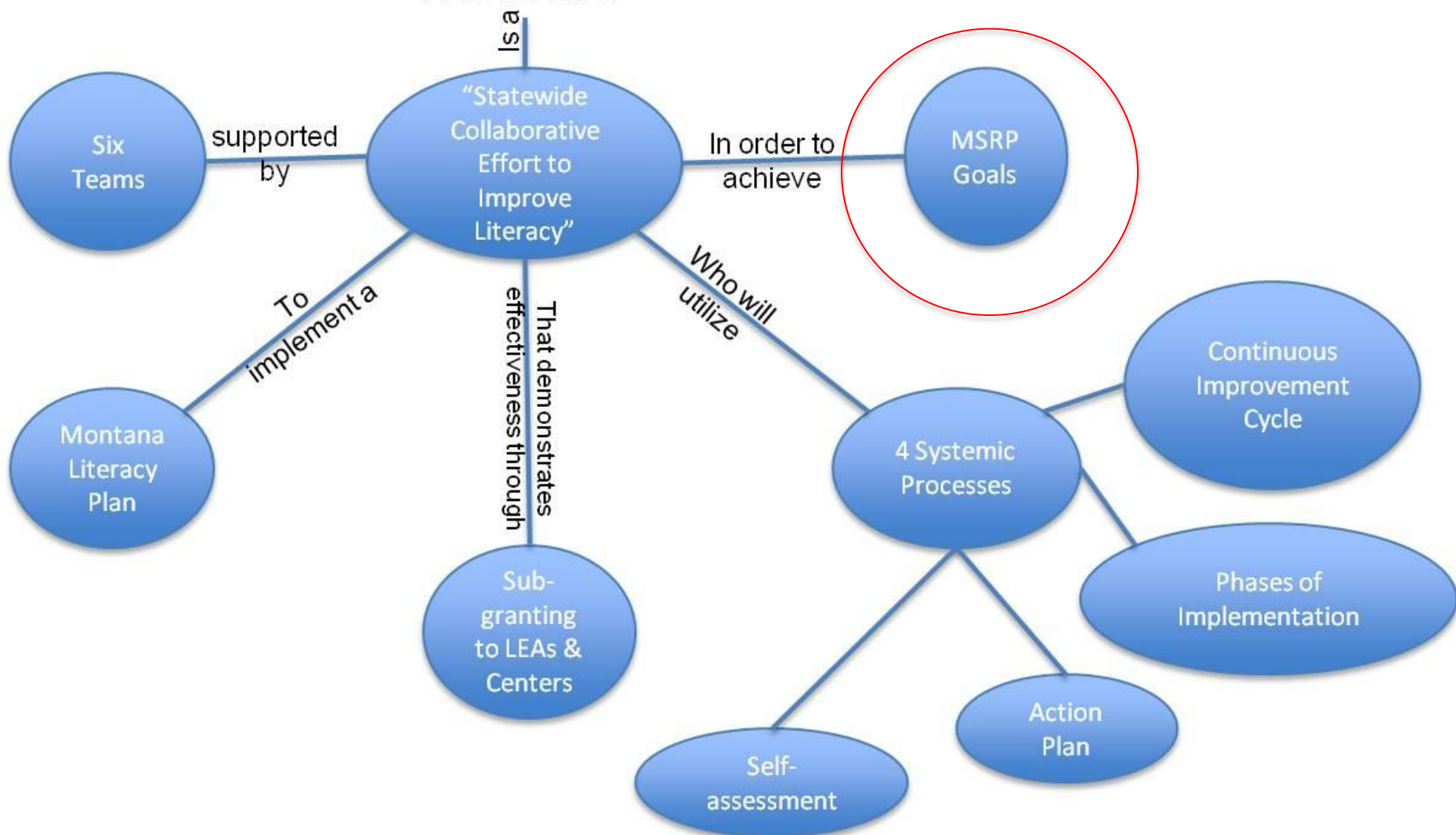| Feb.-May 2012	State Documentation/ Measurement Tool	Person(s) Responsible	Time Frame/ Deadlines
Assess Current Status	On-site Leadership Implementation Team Self Assessment	On-site Leadership Implementation Team	Due second week in Feb.
	Response to Intervention Implementation Scale (RIS)	Instructional Consultant Implementation Team, MT OPI Implementation Team	Due end of Feb.
	Site Visit Notes	Instructional Consultant Implementation Team	Ongoing Feb.-May after each site visit
Develop a Plan of Change	Action Plan	On-site Leadership Implementation Team, Instructional Consultant Implementation Team, MT OPI Implementation Team	Due end of Feb.
Implementation of the Plan	Action Plan	On-site Leadership Implementation Team, Instructional Consultant Implementation Team, MT OPI Implementation Team	Ongoing Feb.-May
	Site Visit Notes	Instructional Consultant Implementation Team	Ongoing Feb.-May after each site visit
Monitor the Implementation Plan	Grade-Level Team Meeting Notes	Grade Level Teacher Teams	Monthly Reports Feb.-May
	Site Visit Notes	H	Ongoing Feb.-May after each site visit

Handout

The MSRP

Is a

"Statewide Collaborative Effort to Improve Literacy"

Six Teams — supported by

In order to achieve — MSRP Goals

To implement a — Montana Literacy Plan

That demonstrates effectiveness through — Sub-granting to LEAs & Centers

Who will utilize — 4 Systemic Processes

4 Systemic Processes:
- Continuous Improvement Cycle
- Phases of Implementation
- Action Plan
- Self-assessment

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Table 5: Goals of Montana Striving Readers Project (MSRP)	
Goal	Description of Goal
1.	To further develop and implement a MT Literacy Plan that makes provisions for literacy at all age/grade levels, including challenging transitions from preschool to elementary, elementary to middle school, and middle school to high school are aligned to MT Standards for English Language Arts and MT Early Learning Guidelines, involves collaborating with other agencies, and addresses literacy across the content areas.
2.	To run a rigorous, competitive subgrant application process, which will select LEAs (district-operated K-12 schools and special education preschools) and Head Start programs that have a high capacity to implement comprehensive, effective literacy instruction that meets the needs of disadvantaged children and students.
3.	To improve school readiness and success from birth through grade 12 in the area of language and literacy development. For disadvantaged students, the MSRP will set and achieve the following targets: • Increase the percentage of participating four year olds who achieve significant gains in oral language skills as identified by the ISIP early reading assessments • Increase the percentage of participating fifth grade students who meet or exceed proficiency on the MT English language arts assessment, the MontCAS • Increase the percentage of participating eighth grade students who meet or exceed proficiency on the MT English language arts assessment, the MontCAS. • Increase the percentage of participating high school students who meet or exceed proficiency on the MT English language arts assessment, the MontCAS. • Increase the percentage of all subgroups including American Indian, disadvantaged, and limited-English proficient students, as well as students with disabilities.
4.	To fully implement a data-based decision making process to collect, analyze, and use high- quality data in a timely manner to assess the effectiveness of the MT Literacy Plan in meeting the targets in Goal 3, both statewide and at the LEAs and Head Starts.
5.	To decrease the percentage of participating high school students who drop out of high school and, therefore increase the graduation rate at all participating high schools.

Education Northwest

- Gather and analyze data
  - Create project level and school level data reports
  - Conduct staff surveys

The MSRP

A Partnership Approach

To Dramatically Improving Instruction

Impact Schools

- Put **humanity** at the center of recognizing and celebrating the professionalism of teachers;

- Achieve results by **focus**ing principals, coaches, workshops, and teams on achieving the Instructional Improvement Target;

- Seek out and implement high-**leverage** teaching practices and high-leverage professional learning practices;

- Address the complexity of school improvement by refining plans to be as clear, actionable and **simple** as possible;

- Achieve improvement through **precise** explanations of practices.

The Partnership Approach

Helping Others

- Change
- Status
- Identity
- Thinking
- Motivation

Principles

- Equality
- Choice
- Voice
- Reflection
- Dialogue
- Praxis
- Reciprocity

Partnership Communication

- Listening
- Asking Good Questions
- Finding Common Ground
- Controlling Difficult Emotions
- Love

MSRP Assistance

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